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Charter School Performance Management Community Forum Notes

Listed below are the notes from the small groups that convened at the community forum last week. Please note that some of the terms and phrases listed are out of context. We have identified major themes from the night's events and will continue to explore how we can integrate these ideas in measurable and appropriate ways.

Many of the terms that were generated in the discussions are broad, and can have different meanings depending on the school. We are engaged in conversation in the performance management work group that will support schools in defining what these terms mean for each school and how they can be considered in mission-specific measures of school progress.

Group #1

1) What do you believe is the most important evidence of a successful charter school

- Range of Services available in appropriate diversity
- College acceptance/next educ. Level
- Student growth (indiv.): academic, citizenship, social
- Service Component
- Broaden Experience
- Students take initiative in learning
- Balance between technological proficiency & non-technological proficiencies
- Consistency of faculty stability
- Tracking of test score progress over time
- Diversity of assessment tools (NECAP, portfolios, etc.)
- Alumni longitudinal study follow-ups
- Transparency of info available to P.T.S.
- Family engagement: how involved & in what ways
- Student progress measurement when disabling conditions occur

2) Please name two factors that you think should be considered as charter schools are evaluated?

   - Parent satisfaction (evaluated through survey)
   - How are students being served to promote positive growth (achievement)
   - Sustainability of school policies/mission over long run (financial, academic, school governance) policy

3) What matters are specific to the charter school that your child/children attend that you wish would be included in the evaluation of charters?

   - History to be taught to all/multiple viewpoints (vs. text book version)
   - Experiential Learning
   - Social Curriculum
   - Science/Math – greater emphasis
   - Art & Music Appreciation
   - Attention to whole child

Group #2

1) What do you believe is the most important evidence of a successful charter school?

   - #s of students into 1st & 2nd tier college/gainfully employed
   - capture growth for individual students
   - # of students successful/engaged in an individualized way
   - other measures of academic success (not standardized tests)?

2) Please name two factors that you think should be considered as charter schools are evaluated?

   - How successful are students who were "at-risk", who transferred in?
   - Wrap around services? How affecting?
   - Truth to mission
   - Student satisfaction (how much are students going back to school?)
   - Parent satisfaction
   - Disciplinary actions/student safety

3) What matters are specific to the charter school that your child/children attend that you wish would be included in the evaluation of charters?

   - Highlander
     - How is social justice lived by students?
     - How is it incorporated into core subjects?
     - HS acceptance (for K-8)
   - Times[2]
     - Math and Science weighted more than other subjects
     - Extra-curricular related to
   - College Acceptance
   - Leadership & Citizenship

Group #3

1) What do you believe is the most important evidence of a successful charter school?

   - Kids' success (willingness/excitement to learn, satisfaction w/ teacher) – happiness, excitement for learning & going to school

   - Success:
     - 1) child/family engagement (interest in success & participation)
     - 2) professional guidance
   - Test score not only measure, important to also include community engagement, satisfaction (SALT: measured school climate, school environment, etc.)
   - Teacher involvement: access, cell #, knowing teacher cares (communication)
   - Teacher satisfaction, sense of community: school culture

2) Please name two factors that you think should be considered as charter schools are evaluated?

   - Teacher turnover
   - School culture
   - Student attendance
   - Student (parent satisfaction)
   - Leadership development
   - Empowering students in ways that are important to the students (maybe college, maybe other goals)
   - Student growth
   - Fostering/granting students independence, age appropriate
   - Graduation rates
   - Value-added: test scores considering student growth, connecting to teacher evaluation, consider students' starting point
   - Parent involvement, student and parent input (ms/hs)

3) What matters are specific to the charter school that your child/children attend that you wish would be included in the evaluation of charters?

   - High-quality after school programs
   - Tutoring
   - Availability of resources (to parents) & individual support
   - Mission & financial positional (organizational viability)
   - Funding of buildings/structures

Group #4

1) What do you believe is the most important evidence of a successful charter school?

   - Are the kids enjoying their experience? Both academic and social?
   - HS graduation/College acceptance, long-term success
   - Proficient and excelling academically
   - Individualization/personalization
   - Evidence of individual growth
   - Students known, respected, comfortable, and safe

- Confident life long learns/ community members
- Responsible community citizens
- Demonstrate skills/behaviors/habits for success
- School as refuge, safe environment place to take responsible risks
- Growth over time "mission metrics"
- Measure family engagement
- How well is school serving its mission?
- Portfolio system- measurement

2) Please name two factors that you think should be considered as charter schools are evaluated?

- Average improvement over time
- Need feedback from test to improve
- Teacher Attendance Rates
- Teacher Turnover
- Parent Survey (return rate) w/ results

3) What matters are specific to the charter school that your child/children attend that you wish would be included in the evaluation of charters?

- Theater/social justice
- Mission-driven service
- Community Involvement

Group #5

1) What do you believe is the most important evidence of a successful charter school?

- Test scores (comparison & improvement)
- Parent feedback
- Student feedback
- Behavior
- Students with IEPs – progress
- Communication – home folders
- School climate-staff
- Teachers going above and beyond
- Teacher retention/turnover
- Attendance
- School programs-curriculum
- Curriculum/PD-scientifically-based
- Student engagement – school/community
- Professional learning community
- Advanced student progress
- Financial management
- Community collaboration
- Physical activity
- School demand
- Openness to parents
- Range of programs
- Sharing practices

- ILPS
- Long term student outcomes
- Uniforms
- Enrollment of teacher's children
- Home visits
- Meeting mission specific needs of children & specialties
- Governance system

Group #6

1) What do you believe is the most important evidence of a successful charter school?

   - Sharing best practices
   - Clear, focused mission
   - Engaging in healthy competition
   - Engaged students
   - Connection b/w students & community
   - Productive, safe & effective environment connected to school
   - Open lines of communication
   - Use resources wisely to provide opportunity
   - College success preparation
   - Hold to high expectations/rigor
   - Helping become lifelong learners
   - Developing the child as a whole
   - Resources to succeed in life
   - Showcase the student/achievement
   - Accountability of parents, students, admin & teachers
   - Communication between constituents

2) Please name two factors that you think should be considered as charter schools are evaluated?

   - School improvement/accountability plan
     - Determined standards, measures from RIDE (parent engagement with school)
   - Engaging all constituents in qualitative, random, focus groups

3) What matters are specific to the charter school that your child/children attend that you wish would be included in the evaluation of charters?

   - Faculty/administration/parents/students/board accountability
   - Specifics around graduation (flexibility)
   - Value-added vs. proficiency